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ABSTRACT

A survey was conducted during Spring 1979 to assess the employment and/or educational activities of Lane Community College (LCC) vocational students who either graduated or dropped out during 1977-78. Members of the survey sample, comprised of 442 graduates and 306 early leavers, were asked to indicate: (1) the full-time/part-time status of their current job or enrollment; (2) their current salaries, if employed; and (3) the relationship of their job or current major to their field of training at LCC. Major findings, based on a 52.2% response rate from graduates and a 26.3% response rate from early leavers, indicated that while approximately the same proportion (78%) of both groups were not attending school, the employment rate for graduates (84%) was higher than that for early leavers (68.2%). Of those who were employed, 83.7% were working full-time, and 74.8% were in jobs related to their LCC training. Salary figures indicate that graduates earned a median income between $900 and $999, compared to early leavers who earned on an average between $600 and $699; and that the median female income bracket was $200 to $300 lower than the male median. The survey report summarizes the sex, age, and ethnic characteristics of the respondents, indicates the percentage considered to be disadvantaged or handicapped, and provides a breakdown of findings for each of LCC's vocational education clusters: business/data processing, health occupations, mechanics/electronics, natural science, and public service. Data tables and the questionnaire are included. (JP)

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GRADUATE AND EARLY LEAVER

FOLLOW-UP SURVEY

RESULTS

1977-1978

Lane Community College
Eugene, Oregon

Juanita Foellinger
Julie Aspinwall-Lamberts
Office of Instruction
Spring 1980

JC 800 520

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Highlights
1977-1978 Follow-up Survey

- A total of 273 graduates and early leavers from vocational/occupational programs in 1977-1978 responded to follow-up questionnaires in the spring of 1978. This was a response rate of 42.5%, somewhat higher than in previous years.

- Of the respondents, 45.8% were disadvantaged/handicapped. There were more early leavers than graduates in this group and more females than males.

- Approximately 9% of respondents indicated they were of an ethnic minority.

- Of the respondents, 22.9% were continuing their education.

- About the same proportions of graduates (78.3%) and early leavers (77.8%) were not attending school.

- Considerably more graduates than early leavers were employed. Of the graduates, 84.0% had jobs, compared with 68.2% of early leavers. Overall, 80.3% of respondents were employed.

- The employment rate was higher for females (82.5%) than for males (77.1%). The difference was particularly sharp among graduates, where 86.6% of females were working, compared with 79.7% of males.

- Although more females were working, a greater proportion of them worked part-time than full-time, compared with males. About 21% of females and 9% of males worked part-time. Also, more early leavers than graduates worked part-time. About 20% of early leavers and 15% of graduates worked part-time.

- Being a male graduate also corresponded favorably to income. Women tended to earn $800-899 while men earned $1,000-1,199. The average (median) income for early leavers was $600-699, while for graduates it was $900-999.

- For 78.4% of the employed former students, employment was related to their previous LCC studies. Of the graduates, 85.6% had related jobs compared with 50% of the early leavers.

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INTRODUCTION

Since 1974, Lane Community College has participated in the annual statewide follow-up study of former community college students. As in the past, the majority of Oregon community colleges conducted the 1977-78 student follow-up survey in cooperation with the Oregon Department of Education.

This report summarizes the findings of the 1977-78 Lane Community College follow-up study. The year 1977-78 refers to the year from which the sample population of graduates and early leavers was selected. The survey was conducted in the spring of 1979. Funds and general assistance for this study were provided by the Oregon Department of Education (ODE).

The 1977-78 Follow-up Questionnaire

The goal of the annual follow-up study is to gather data about the activities and perceptions of community college students after leaving the institution. While each college was responsible for selecting or designing its own instrument, a basic list of questionnaire items was provided by the ODE in order to ensure compliance with federal mandates (i.e., Vocational Education Act of 1976) and state requirements.

In previous years, the follow-up instrument used by Lane was more extensive than the one used in the 1977-78 student follow-up. A decision was made to restrict the 1977-78 follow-up study to only those items required by the state or federal agencies, in order to more accurately assess the impact of the federal legislation on the college. The questionnaire (Appendix A) sought to provide the following basic information on the former Lane students:

1. The current education and employment status of the former students.
2. The relationship of the students' continuing education and employment to their studies at Lane.
3. The current salaries of the former students.
4. Reasons for former students not being available for employment in their field of training.

In addition to the specific areas of concern, students were encouraged to provide any comments or suggestions which would be of assistance to the college. The additional comments given by the respondents may be found in Appendix B.

Population

The 1977-78 Student Follow-up Survey focused on students who had been involved with one of the 50 vocational programs at Lane. All LCC graduates from vocational programs and a random sample of "early leavers" were surveyed. Early leavers were defined as those students who were enrolled as full-time students (i.e., 12 credit hours or more) during any one term in 1977-78 and who did not return to the College in the fall of 1978. Using these guidelines, 442 vocational graduates and 306 early leavers were identified as the target population for the survey. The early leavers represented a 25% sample of the total early leaver population.

The questionnaire was mailed to the students with a request to the U.S. Postal Service to return to the college all surveys which were not deliverable. A second mailing was conducted to those students who did receive the first mailing but failed to respond. In lieu of a third mailing of the questionnaire, a post card reminder was sent to all nonrespondents. The three mailings resulted in a response rate of 52.2% from the graduates and 26.3% from the early leavers. The third mailing of a post card reminder had minimal impact on the overall response rate.

The respondent information is provided in three sections of this report:

1. Respondent Information
2. General Survey Results
3. Cluster Area Results

The last section, Cluster Area Results, presents the follow-up data for the five basic vocational cluster areas of the college: Business/Data Processing, Health Occupations, Mechanics/Electronics, Natural Sciences and Public Service.

It is hoped that this report will be of some assistance to LCC's vocational program staff and administrators in examining the results of their efforts.

RESPONDENT INFORMATION

In December 1978, 442 students who had graduated from one of these five cluster areas were identified: Business/Data Processing, Health Occupations, Mechanics/Electronics, Natural Sciences and Public Service. Initially the follow-up questionnaires were mailed to all of these graduates. However, 40 (9.0%) graduates were not located. Thus we assume that 402 graduates received questionnaires. Of these, 210 (52.2%) responded.

Of the 306 early leavers who were sampled, 66 (21.6%) had mailing addresses which proved to be neither current nor revised. Deleting these post office drops, the number of potential survey recipients was reduced to 240. There were 63 (26.3%) returns from this early leaver group.

Overall, 273 (42.5%) responded to the 1977-78 student follow-up survey.

Sex of Respondents

Table 1 shows the number of graduates, early leavers and total respondents who responded to the 1977-78 follow-up survey. Of the total 273 respondents, 210 (76.9%) were graduates and 63 (23.1%) were early leavers. In both groups, more females than males responded. Overall, 59% were female and 41% were male.

Table 1

SEX OF GRADUATES, EARLY LEAVERS
AND TOTAL RESPONDENTS

	Graduates		Early Leavers		All Students	
	N	%	N	%	N	%
Female	128	61.0	33	52.4	161	59.0
Male	82	39.0	30	47.6	112	41.0
Total	210	76.9	63	23.1	273	100.0

Age of Respondents

Of the 210 graduates who responded, approximately 50% were 18-25 years old and 50% were 26 or older. However, previous follow-up studies have shown that early leavers are typically younger than graduates. Due to a coding or programming error we are unable to know the actual ages of the early leaver respondent group.

Female graduates were somewhat younger than males. Over half (53.9%) of females were 25 or under, compared to 42.7% of males. Over 20% of all graduates were 34 or older.

Table 2

AGE DISTRIBUTION OF GRADUATES

	Female (N=128)		Male (N=82)		Total (N=210)	
	N	%	N	%	N	%
Under 18	0	0	0	0	0	0
18-21	27	21.1	15	18.3	42	20.0
22-25	42	32.8	20	24.4	62	29.5
26-28	20	15.6	18	22.0	38	18.1
29-33	12	9.4	13	15.8	25	11.9
34-39	15	11.7	6	7.3	21	10.0
40 or over	12	9.4	10	12.2	22	10.5

Disadvantaged/Handicapped Status of Respondents

The definition of disadvantaged/handicapped used in 1977-78 included the following three groups of students:

HANDICAPPED: Any student whose application form indicates a physical handicap.

ECONOMICALLY DISADVANTAGED: Any student who received financial aid during the 1977-78 school year.

ACADEMICALLY DISADVANTAGED: Any student who received a D or F grade or who received a grade for a class in the Study Skills department.

Among the 273 respondents, 125 (45.8%) were in at least one of the above categories of disadvantaged/handicapped. A greater proportion of the early leavers (55.6%) fit this status than did graduates (42.9%). In both the early leaver and graduate groups, more females (48.4%) than males (42.0%) were in this category. Note that in Table 3 the percentages of males and females refer to the percent of the same sex. For example, 46.1% of female graduates were disadvantaged/handicapped, while 53.9% were not; 37.8% of male graduates were disadvantaged/handicapped while 62.2% were not.

Table 3

DISADVANTAGED/HANDICAPPED STATUS
OF RESPONDENTS

		Disadvantaged Handicapped		Not Disadvantaged Handicapped	
		N	%	N	%
Graduates	(N=210)	90	42.9	120	57.1
Females	(N=128)	59	46.1	69	53.9
Males	(N= 82)	31	37.8	51	62.2
Early Leavers	(N= 63)	35	55.6	28	44.4
Females	(N= 33)	19	57.6	14	42.4
Males	(N= 30)	16	53.3	14	46.7
All Students	(N=273)	125	45.8	148	54.2
Females	(N=161)	78	48.4	83	51.6
Males	(N=112)	47	42.0	65	58.0

Race/Ethnic Group Membership

Over 90% of all respondents were Caucasian. Except for respondents in the unidentified "other" ethnic group, the largest ethnic representation was Indian. However, even this minority ethnic group is represented by a miniscule proportion of respondents (i.e., only 3 students are in this group, representing 1.1% of the total). More early leavers than graduates indicated their ethnic group was something other than the five options listed. This information is shown in Table 4.

Table 4

ETHNIC GROUP OF RESPONDENTS
BY SEX

Graduates:

	Female (N=128)		Male (N=82)		Total (N=210)	
	N	%	N	%	N	%
Anglo	120	93.8	74	90.2	194	92.4
Asian	1	0.8	0	0	1	0.5
Black	0	0	1	1.2	1	0.5
Hispanic	0	0	0	0	0	0
Indian	1	0.8	1	1.2	2	1.0
Other	6	4.7	6	7.3	12	5.7

Early Leavers:

	Female (N=33)		Male (N=30)		Total (N=63)	
	N	%	N	%	N	%
Anglo	29	87.9	25	83.3	54	85.7
Asian	0	0	0	0	0	0
Black	0	0	1	3.3	1	1.6
Hispanic	0	0	0	0	0	0
Indian	1	3.0	0	0	1	1.6
Other	3	9.1	4	13.3	7	11.1

All Students:

	Female (N=161)		Male (N=112)		Total (N=273)	
	N	%	N	%	N	%
Anglo	149	92.5	99	88.4	248	90.8
Asian	1	0.6	0	0	1	0.4
Black	0	0	2	1.8	2	0.7
Hispanic	0	0	0	0	0	0
Indian	2	1.2	1	0.9	3	1.1
Other	9	5.6	10	8.9	19	7.0

GENERAL SURVEY RESULTS

Current Education Status

Fewer than one-fourth of the former students who responded were attending school. Sixty-two (22.9%) were in school and 208 (77.0%) were not pursuing further education. The difference is insignificant between the proportion of graduates and early leavers who are not continuing their education.

However, among graduates alone, relatively more males (26.2%) are attending school either full- or part-time than are females (18.9%). Little difference in attendance appears among early leavers, where about 27% of both sexes were continuing their education.

In the past more of the early leavers who attended school were attending part-time. In the 1977-78 group 17.5% of early leavers were full-time and only 9.5% were part-time students. Overall, more males than females are attending school, and slightly more of both sexes are continuing their education full-time than part-time. Data on educational status appear in Table 5.

Table 5

EDUCATIONAL STATUS OF FORMER STUDENTS

		IN SCHOOL FULL-TIME		IN SCHOOL PART-TIME		NOT ATTENDING SCHOOL	
		N	%	N	%	N	%
Graduates	(N=207)	22	10.6	23	11.1	162	78.3
Female	(N=127)	10	7.9	14	11.0	103	81.1
Male	(N= 80)	12	15.0	9	11.2	59	73.8
Early Leavers	(N= 63)	11	17.5	6	9.5	46	77.8
Female	(N= 33)	7	21.2	2	6.1	24	72.7
Male	(N= 30)	4	13.3	4	13.3	22	73.3
All Students	(N=270)	33	12.2	29	10.7	208	77.0
Female	(N=160)	17	10.6	16	10.0	127	79.4
Male	(N=110)	16	14.5	13	11.8	81	73.6

Current Employment Status

Table 6 displays the responses of former students concerning their current employment status. Out of 269 respondents, 216 (80.3%) were employed. The employment rates differ for early leavers and graduates. About 68% of the early leavers were working compared to 84% of the graduates. The two groups

also differed in regard to employment rates by sex. Twenty-two (66.7%) of the female early leavers were employed compared with 21 (70.0%) of the male early leavers. Among graduates, the female employment rate is notably higher. Of the graduates, 63 (79.7%) males were employed, whereas 110 (86.6%) females were employed.

About twice as many early leavers as graduates were unemployed but seeking work (i.e., 14.3% early leavers versus 7.3% graduates). Also, about twice as many early leavers were not in the labor force and not seeking work (i.e., 17.5% early leavers versus 8.3% graduates).

Table 6

EMPLOYMENT STATUS OF FORMER STUDENTS

Graduates:

	Female (N=127)		Male (N=79)		Total (N=206)	
	N	%	N	%	N	%
Employed	110	86.6	63	79.7	173	84.0
Unemployed but seeking work	8	6.3	7	8.9	15	7.3
Not in labor force; not seeking work	9	7.1	8	10.1	17	8.3
Military full-time	0	0	1	1.3	1	0.5

Early Leavers:

	Female (N=33)		Male (N=30)		Total (N=63)	
	N	%	N	%	N	%
Employed	22	66.7	21	70.0	43	68.2
Unemployed but seeking work	4	12.1	5	16.7	9	14.3
Not in labor force; not seeking work	7	21.2	4	13.3	11	17.5
Military full-time	0	0	0	0	0	0

All Students:

	Female (N=160)		Male (N=109)		Total (N=269)	
	N	%	N	%	N	%
Employed	132	82.5	84	77.1	216	80.3
Unemployed but seeking work	12	7.5	12	11.0	24	8.9
Not in labor force; not seeking work	16	10.0	12	11.0	28	10.4
Military full-time	0	0	1	0.9	1	0.4

More of the employed former students are working full-time (83.7%) than are working part-time (16.3%). Relatively more graduates (84.6%) are full-time workers than early leavers (80.0%). In both of these groups combined, a greater proportion of males (90.7%) are employed full-time than females (78.9%). This latter difference is especially notable among graduates. Here, 93.8% of males are working full-time in contrast to 78.8% of the female graduates. Thus, while more female graduates are working (Table 6), fewer are working full-time, compared to males (Table 7).

Table 7

PART- AND FULL-TIME WORK STATUS
OF FORMER STUDENTS

		Working Part-Time		Working Full-Time	
		N	%	N	%
Graduates*	(N=169)	26	15.4	143	84.6
Female	(N=104	22	21.2	82	78.8
Male	(N= 65)	4	6.2	61	93.8
Early Leavers	(N= 40)	8	20.0	32	80.0
Female	(N= 19)	4	21.0	15	79.0
Male	(N= 21)	4	19.0	17	81.0
All Students	(N=209)	34	16.3	175	83.7
Female	(N=123)	26	21.1	97	78.9
Male	(N= 86)	8	9.3	78	90.7

*Does not include unusable response of one female graduate.

Relationship of Present Job to Former Studies

Over three-quarters of 218 employed respondents indicated that their jobs were related to their LCC studies. One-hundred-five (81.4%) of all the women responding to this item said their jobs were related to their studies. Overall, relatively fewer male respondents (74.2%) had related jobs.

Among graduates, relatively more females (88.8%) felt their jobs were related than males (80.6%). However, the situation was reversed for early leavers. In this group, 54.5% of males felt their jobs were connected to their former studies. In contrast, fewer than half (45.5%) of the females, who left LCC prior to completing a program, felt it was related.

It is clear that for both sexes, more early leavers than graduates have jobs which are unrelated to their former studies at LCC. On the whole, half (50.0%) of all early leavers said their jobs were not related, while only

14.4% of graduates indicated that their jobs were unrelated to their studies. Table 8 shows information pertaining to the relationship of the students' present job to their studies at Lane.

Table 8

RELATIONSHIP OF PRESENT JOB TO FORMER STUDIES

		Job is Related		Job is Unrelated	
		N	%	N	%
Graduates	(N=174)	149	85.6	25	14.4
Female	(N=107)	95	88.8	12	11.2
Male	(N= 67)	54	80.6	13	19.4
Early Leavers	(N= 44)	22	50.0	22	50.0
Female	(N= 22)	10	45.5	12	54.5
Male	(N= 22)	12	54.5	10	45.5
Total	(N=218)	171	78.4	47	21.6
Female	(N=129)	105	81.4	24	18.6
Male	(N= 89)	66	74.2	23	25.8

Salaries

Table 9 shows the monthly earnings of female and male graduates and early leavers. The graph which follows illustrates the proportion of each sex within each income bracket. There continue to be marked differences in the incomes of male and female groups among both graduates and early leavers. For graduates, the median male income was $1,000-1,199, but the median female income was $800-899. The disparity is somewhat greater for early leavers among whom the male median is $800-899 and the female median is $500-599.

The most frequently indicated income bracket for both female graduates (N=21, 20.0%) and male graduates (N=22, 34.9%) was $1,000-1,199. Although the mode (i.e., the measure of greatest frequency) was the same for both groups, the medians were different (i.e., the income bracket which divides the number of respondents in half). The mode for female early leavers was $600-699 (N=7, 36.8%), and for males it was $800-899 (N=5, 23.8%). It should be noted that while a greater proportion of women (81.4%) indicated their former studies were related to their employment, the female median income bracket is $200 to $300 lower than the male median. Graph 1 (page 13) displays salary information.

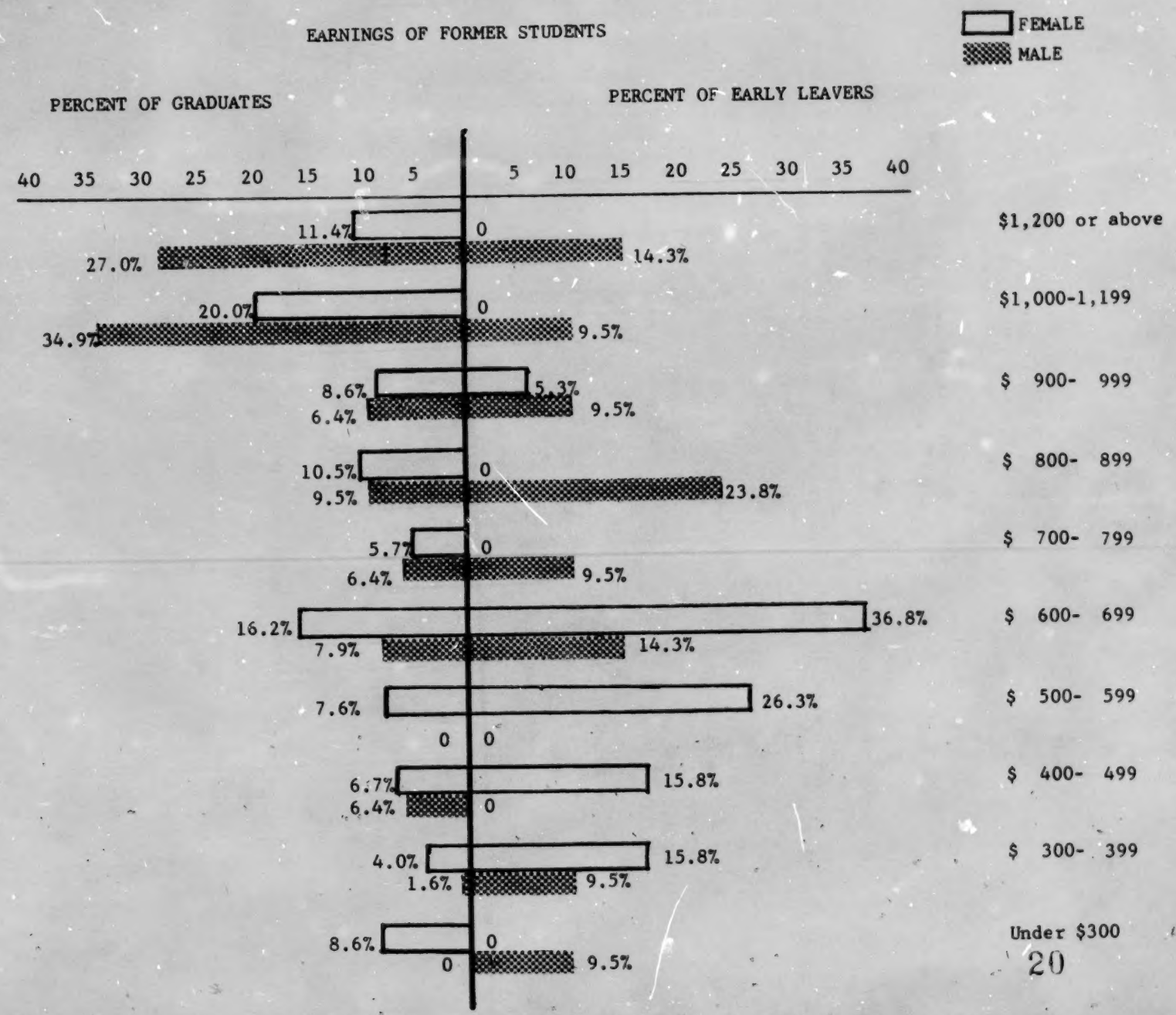
Table 9

DISTRIBUTION OF
MONTHLY EARNINGS OF MALE AND FEMALE
GRADUATES AND EARLY LEAVERS

	Graduates						Early Leavers					
	Female (N=105)		Male (N=63)		Total (N=168)		Female (N=19)		Male (N=21)		Total (N=40)	
	N	%	N	%	N	%	N	%	N	%	N	%
$1,200 or above	12	11.4	17	27.0	29	17.3	0	0	3	14.3	3	7.5
$1,000-1,199	21	20.0	22	34.9	43	25.6	0	0	2	9.5	2	5.0
$ 900-999	9	8.6	4	6.4	13	7.7	1	5.3	2	9.5	3	7.5
$ 800-899	11	10.5	6	9.5	17	10.1	0	0	5	23.8	5	12.5
$ 700-799	6	5.7	4	6.4	10	6.0	0	0	2	9.5	2	5.0
$ 600-699	17	16.2	5	7.9	22	13.1	7	36.8	3	14.3	10	25.0
$ 500-599	8	7.6	0	0	8	4.8	5	26.3	0	0	5	12.5
$ 400-499	7	6.7	4	6.4	11	6.6	3	15.8	0	0	3	7.5
$ 300-399	5	4.0	1	1.6	6	3.6	3	15.8	2	9.5	5	12.5
Under $300	9	8.6	0	0	9	5.4	0	0	2	9.5	2	5.0
Median income brackets:	$800-899		$1,000-1,199		$900-999		$500-599		$800-899		$600-699	

GRAPH 1

EARNINGS OF FORMER STUDENTS



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Summary

Survey questionnaires were sent to all graduates and to a random 25% sample of early leavers who completed or left any of the 50 vocational programs at Lane during Fall 1977 through Spring Term 1978. With adjustments made for non-deliverable questionnaires, the response rates were 52.2% from graduates and 26.3% from early leavers. A total of 273 former students responded.

Half of the graduates were at least 26 years old. Technical difficulties prevented ascertainment of the ages of the early leavers. More females than males and more early leavers than graduates were disadvantaged/handicapped according to the definitions used in 1978. Approximately 91% of respondents were Caucasian, with slightly more males and more early leavers indicating non-Caucasian ethnicity.

Approximately 22 of both the graduates and the early leavers were attending school. Almost twice as many of the early leavers who were in school attended full-time rather than part-time, which shows a departure from previous findings. Overall, for the aggregate group, more males (26.3%) than females (20.6%) were continuing their education.

The follow-up survey shows 80.3% of respondents were employed. The employment rate was notably higher for graduates (84.0%) than early leavers (68.2%) and slightly higher for females (82.5%) than for males (77.1%). While relatively more females were employed, almost 12% fewer of them were working full-time than males (i.e., 78.9% of females compared with 90.7% of males). Overall, 83.7% of employed respondents worked full-time.

More than three-quarters of the employed former students had jobs related to their studies at Lane (78.4%). Slightly more female than male graduates had related jobs (88.8% versus 80.6%), whereas more male than female early leavers had related jobs (54.5% versus 45.5%). Significantly more graduates (85.6%) found work that was related to their studies than did early leavers (50.0%).

Incomes were also significantly different for the groups. The median income bracket for the early leaver group was $600-699, but for the graduate group it was $900-999. Females earned considerably less than males in both groups. Overall, half of the females had incomes at or below $600-699 whereas half of the males were earning at or below $1,000-1,199.

CLUSTER AREA RESULTS

Overview

This section reports findings of the 1977-1978 student follow-up by cluster area for each of the five clusters: Business and Data Processing, Health Occupations, Mechanics/Electronics, Natural Science, and Public Service.

Note that the state of Oregon and LCC use slightly different systems for classifying programs within clusters. By LCC's system there would be an additional two students in Business, four in Mechanics/Electronics, and one in Public Service. Program data in this report were tabulated by the state's classification method. Due to the small number of students in Data Processing (N=9), that area has been combined with Business technologies throughout this report.

The two program clusters yielding the greatest number of respondents were Health and Mechanics/Electronics clusters. These two cluster areas, besides yielding the largest response, also showed the most intense concentration of one sex. Seventy-three former Health students responded. This group represented 26.7% of the total respondents. All of the 73 respondents were graduates and 69 (94.5%) were females.

Sixty-eight students from Mechanics/Electronics responded. This group represented 24.9% of the total respondents. In this group, 43 (63.2%) were graduates and 25 (36.8%) were early leavers. Comprising the respondent group were 60 males (88.2%) and eight females (11.8%).

The number of students identified with each of the five occupational clusters is displayed in Table 10. As in the previous tables, the percentages refer to the proportion of the same sex respondents in each group. For example, of the total 128 female graduates, 28 (21.9%) had been in Business and Data Processing compared with 10 (12.2%) of all male graduate respondents.

Table 10

GRADUATES OR EARLY LEAVERS FROM
VOCATIONAL PROGRAMS BY OCCUPATIONAL CLUSTERS

	Graduates						Early Leavers						All Students					
	Female (N=128)		Male (N=82)		Total (N=210)		Female (N=33)		Male (N=30)		Total (N=63)		Female (N=161)		Male (N=112)		Total (N=273)	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Business & Data Processing	28	21.9	10	12.2	38	18.1	15	45.4	2	6.7	17	27.0	43	26.7	12	10.7	55	20.2
Health Occupations	69	53.9	4	4.9	73	34.8	0	0	0	0	0	0	69	42.9	4	3.6	73	26.7
Mechanics/Electronics	5	3.9	38	46.3	43	20.5	3	9.1	22	73.3	25	39.7	8	5.0	60	53.6	68	24.9
Natural Science	8	6.2	18	22.0	26	12.4	3	9.1	1	3.3	4	6.4	1	6.8	19	17.0	30	11.0
Public Service	15	11.7	4	4.9	19	9.0	1	3.0	0	0	1	1.6	16	9.9	4	3.6	20	7.3
Other*	3	2.3	8	9.8	11	5.2	11	33.3	5	16.7	16	25.4	14	8.7	13	11.6	27	9.9

*Includes seven students whose programs would be classified among three programs above by the LCC system but not by the state classification system. Also includes four students with programs unidentified and 16 general studies students.

Business/Data Processing Cluster

At Lane, the Business/Data Processing cluster includes a wide variety of vocational training programs. In this cluster are such areas as secretarial and clerical skills, data processing, accounting, broadcasting, business management and real estate management.

Follow-up surveys were sent to 122 former Business and Data Processing students. Fifty-five responded, resulting in a 45.1% return rate. These 55 former students comprise 20.2% of all survey respondents. Seventeen (30.9%) were early leavers and 38 (69.1%) were graduates. The majority (78.2%) of both groups were female. Ten (83.3%) of the male respondents and 28 (65.1%) of the female respondents were graduates.

Table 11 shows the educational status of the 55 former Business and Data Processing students who returned follow-up surveys. The majority (70.9%) indicated that they were not in school. Half of the remaining group were in school full-time and half part-time. A greater proportion of graduates than early leavers continued to be in school (i.e., 31.6% of the graduates, 23.6% of the early leavers). Overall, more females (30.3%) were in school than males (25.0%).

On the whole, relatively more Business and Data Processing students were in school than were the composite of respondents from all clusters (see Table 5). For the composite, 12.2% attended school full-time and 10.7% attended part-time. For the Business/Data Processing group alone, the proportions are 14.6% full-time and 14.6% part-time. It should be noted that the 55 respondents to this question made up 20.4% of the aggregate of respondents (N=270) in Table 5.

Table 11

EDUCATIONAL STATUS OF FORMER BUSINESS AND DATA PROCESSING STUDENTS

		In School Full-Time		In School Part-Time		Not Attending School	
		N	%	N	%	N	%
Graduates	(N=38)	6	15.8	6	15.8	26	68.4
Female	(N=28)	4	14.3	6	21.4	18	64.3
Male	(N=10)	2	20.0	0	0	8	80.0
Early Leavers	(N=17)	2	11.8	2	11.8	13	76.5
Female	(N=15)	2	13.3	1	6.7	12	80.0
Male	(N= 2)	0	0	1	50.0	1	50.0
All Students	(N=55)	8	14.6	8	14.6	39	70.9
Female	(N=43)	6	14.0	7	16.3	30	69.8
Male	(N=12)	2	16.7	1	8.3	9	75.0

The employment status of this cluster of students is summarized in Table 12. Forty-four (80.0%) were employed; five (9.1%) were unemployed but looking, and six (10.9%) were not in the labor force. More females (81.4%) than males (75.0%) indicated that they were employed. Similarly, among the aggregate group (Table 6) 82.5% of females were employed compared with 77.1% of males. Although the total proportions remain similar, there is a slight difference within the graduate and early leaver groups. By comparing this cluster with the total respondents (Table 6), it appears that the early leaver employment rate is somewhat higher for former Business and Data Processing students than it is for the composite, but it is somewhat lower for this cluster's graduates than it is for the composite.

While relatively fewer graduates in this area are employed compared to the total, Table 11 shows that relatively more of them are continuing with school [i.e., 31.6% are attending full- or part-time, compared with 21.7% of the composite (Table 5)].

Table 12

EMPLOYMENT STATUS OF
FORMER BUSINESS AND DATA PROCESSING STUDENTS

Graduates:

	Female (N=28)		Male (N=10)		Total (N=38)	
	N	%	N	%	N	%
Employed	23	82.1	8	80.0	31	81.6
Unemployed, but seeking work	3	10.7	0	0	3	7.9
Not in labor force; not seeking work	2	7.1	2	20.0	4	10.5
Military full-time	0	0	0	0	0	0

Early Leavers:

	Female (N=15)		Male (N=2)		Total (N=17)	
	N	%	N	%	N	%
Employed	12	80.0	1	50.0	13	76.4
Unemployed, but seeking work	1	6.7	1	50.0	2	11.8
Not in labor force; not seeking work	2	13.3	0	0	2	11.8
Military full-time	0	0	0	0	0	0

All Students:

	Female (N=43)		Male (N=12)		Total (N=55)	
	N	%	N	%	N	%
Employed	35	81.4	9	75.0	44	80.0
Unemployed, but seeking work	4	9.3	1	8.3	5	9.1
Not in labor force; not seeking work	4	9.3	2	16.7	6	10.9
Military full-time	0	0	0	0	0	0

Of the employed former students from this area, seven (17.5%) were working full-time and 33 (82.5%) were working part-time (Table 13). These proportions are similar to the totals for the composite group (Table 7), but the proportions of early leavers and graduates are dissimilar. Within the Business and Data Processing cluster, more graduates (20.7%) were working part-time and fewer full-time (79.3%) compared with the total group of respondents. Of the total group, 15.4% of graduates were working part-time and 84.6% full-time. Thus, fewer of this area's graduates were employed. Of these, fewer were employed full-time than part-time compared with the aggregate.

Almost all of the employed Business and Data Processing early leavers work full-time (90.9%) compared with the aggregate of early leavers (80.0%).

Within this group a greater proportion of the females were working part-time, whereas a greater proportion of the males were working full-time. This is true of both the graduates and early leavers.

Overall, 30 (69.8%) of the respondents said their job was related to their vocational training. Relatively more males (80.0%) than females (66.7%) expressed that their employment was related to their LCC training. For early leavers, employment is somewhat less related to their former studies than for graduates. Among the early leavers, 38.5% said their work was unrelated, compared to 26.7% of graduates (Table 14).

Table 13

PART- AND FULL-TIME EMPLOYMENT STATUS OF
FORMER BUSINESS AND DATA PROCESSING STUDENTS

		Employed Part-time		Employed Full-Time	
		N	%	N	%
Graduates	(N=29)	6	20.7	23	79.3
Female	(N=21)	5	23.8	16	76.2
Male	(N= 8)	1	12.5	7	87.5
Early Leavers	(N=11)	1	9.1	10	90.9
Female	(N=10)	1	10.0	9	90.0
Male	(N= 1)	0	0	1	100.0
All Students	(N=40)	7	17.5	33	82.5
Female	(N=31)	6	19.4	25	80.6
Male	(N= 9)	1	11.1	8	88.9

Note: Four females, indicating they were employed, did not respond to this item (2 graduates, 2 early leavers).

Table 14

RELATEDNESS OF PRESENT JOB TO FORMER BUSINESS OR DATA PROCESSING STUDIES

		Related		Unrelated	
		N	%	N	%
Graduates	(N=30)	22	73.3	8	26.7
Female	(N=21)	15	71.4	6	28.6
Male	(N= 9)	7	77.8	2	22.2
Early Leavers	(N=13)	8	61.5	5	38.5
Female	(N=12)	7	58.3	5	41.7
Male	(N= 1)	1	100.0	0	0
All Students	(N=43)	30	69.8	13	30.2
Female	(N=33)	22	66.7	11	33.3
Male	(N=10)	8	80.0	2	20.0

*Note two employed female graduates did not respond to this item.

For the total Business and Data Processing respondents, the median income bracket was $600-699. However, a median for the total group can be somewhat misleading when groups known to vary considerably are unevenly represented in the total. Since the majority of respondents (Table 15) are female (N=32, 80.0%), the median for the total is skewed to reflect primarily the female response.

The income bracket most frequently identified by former Business and Data Processing females (N=12, 37.5%) was $600-699/month. This is also the female median. In contrast, the greatest number of males (N=3, 42.9%) earn $1,200 or above. This is also the male graduate median income. (The total male median is $1,000-1,199--somewhat less than the male graduates, but notably higher than the female median.) Unlike the male group, the female median is not different for graduates and early leavers: half of both groups of females earn $600-699 or below per month. Graph 2 (page 23) illustrates income for both groups and sexes.

Table 15

EARNINGS OF FORMER BUSINESS & DATA PROCESSING STUDENTS

Earnings	Graduates						Early Leavers						All Students					
	Female (N=22)		Male (N=6)		Total (N=28)		Female (N=10)		Male (N=1)		Total (N=11)		Female (N=32)		Male (N=7)		Total (N=39)	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
$1,200 +	2	9.1	3	50.0	5	17.9	0	0	0	0	0	0	2	6.2	3	42.9	5	12.8
$1,000 - 1,199	2	9.1	1	16.7	3	10.7	0	0	0	0	0	0	2	6.2	1	14.3	3	7.7
$ 900 - 999	0	0	1	16.7	1	3.6	1*	10.0	0	0	1	9.1	1	3.1	1	14.3	2	5.1
$ 800 - 899	3	13.6	0	0	3	10.7	0	0	0	0	0	0	3	9.4	0	0	3	7.7
$ 700 - 799	1	4.6	0	0	1	3.6	0	0	1	100.0	1	9.1	1	3.1	1	14.3	2	5.1
$ 600 - 699	8	36.4	0	0	8	28.6	4	40.0	0	0	4	36.4	12	37.5	0	0	12	30.8
$ 500 - 599	0	0	0	0	0	0	3	30.0	0	0	3	27.3	3	9.4	0	0	3	7.7
$ 400 - 499	1	4.6	1	16.7	2	7.1	2	20.0	0	0	2	18.2	3	9.4	1	14.3	4	10.3
$ 300 - 399	2	9.1	0	0	2	7.1	0	0	0	0	0	0	2	6.2	0	0	2	5.1
Under $300	3	13.6	0	0	3	10.7	0	0	0	0	0	0	3	9.4	0	0	3	7.7

*A Data Processing student

Note: Two employed male graduates did not respond;
1 female graduate and 2 early leavers did not respond.

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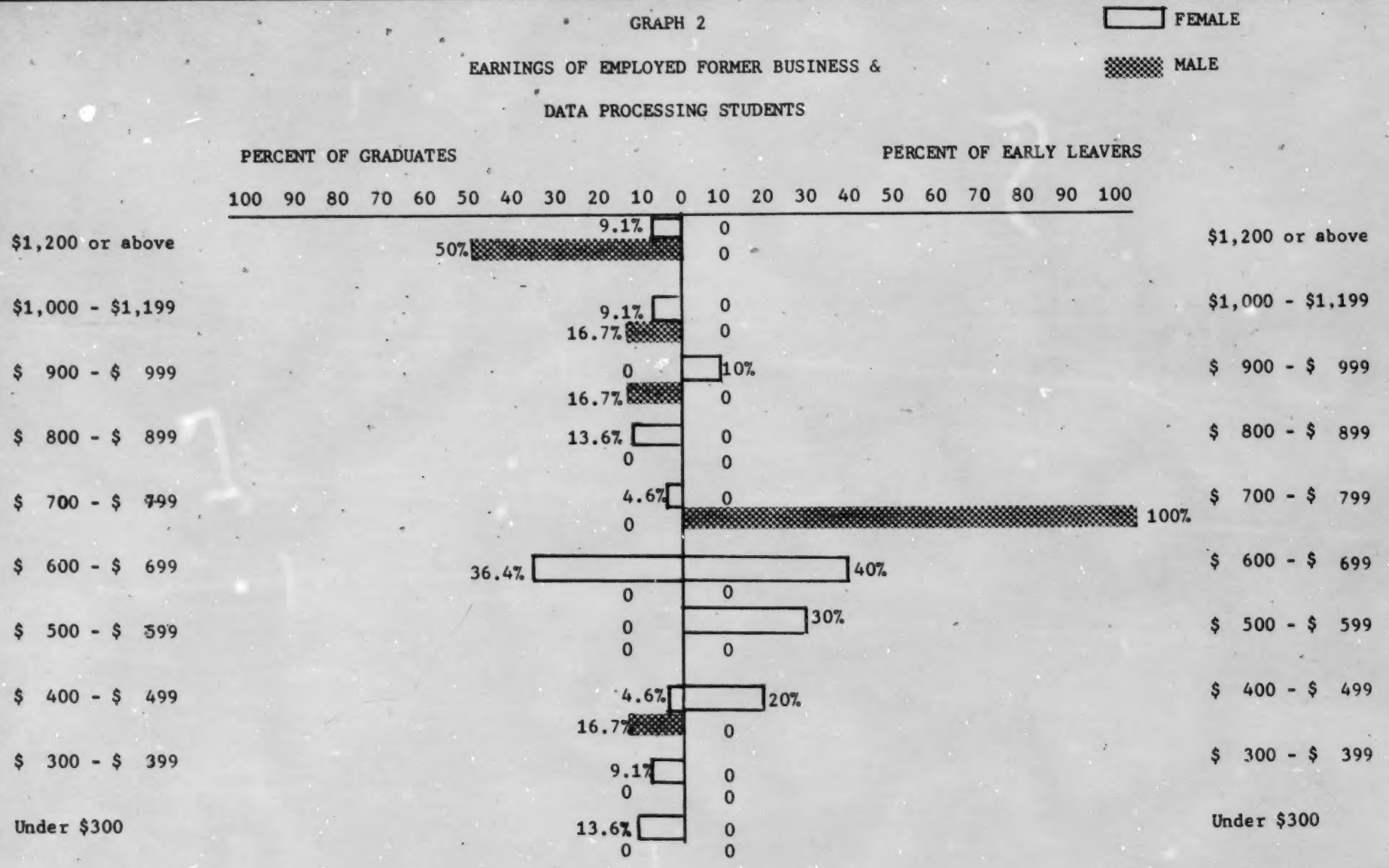
GRAPH 2

EARNINGS OF EMPLOYED FORMER BUSINESS & DATA PROCESSING STUDENTS



Health Occupations Cluster

The Health Occupations cluster includes training in dental assistance, dental hygiene, nursing, medical office assistance, and respiratory therapy.

One-hundred forty-four former Health students were sent questionnaires and 73 responded, resulting in a 50.7% return rate. These 73 students comprised 26.7% of the total respondents. All of these former Health students were graduates; 69 (94.5%) were female and four (5.5%) were male.

A notably smaller proportion of these graduates were in school either full- or part-time, compared with the total respondents. Nine (12.3%) were attending school in contrast with 21.7% of the total group (Table 5). Almost all (94.5%) of the graduates from this area were employed at the time the survey was conducted. The remaining four students (5.5%) were not in the work force. Of these, two were seeking work and two were not. Tables 16 and 17 show educational and employment status, respectively.

Table 16

EDUCATIONAL STATUS OF FORMER HEALTH OCCUPATION STUDENTS

	In School Full-Time		In School Part-Time		Not Attending School	
	N	%	N	%	N	%
Graduates (N=73)	4	5.5	5	6.8	64	87.7
Female (N=69)	3	4.4	5	7.2	61	88.4
Male (N= 4)	1	25.0	0	0	3	75.0

Table 17

EMPLOYMENT STATUS OF FORMER HEALTH OCCUPATIONS GRADUATES*

	Female (N=69)		Male (N=4)		Total (N=73)	
	N	%	N	%	N	%
Employed	66	95.7	3	75.0	69	94.5
Unemployed but seeking work	2	2.9	0	0	2	2.7
Unemployed and not seeking work	1	1.4	1	25.0	2	2.7

*No early leavers responded to the survey.

All three of the employed males and 50 (80.6%) of the employed females were working full-time. The proportion of full- to part-time employment is similar to the aggregate of respondents (Table 7). For an overwhelming majority (94.5%) of the graduates, employment was related to their former health studies. Tables 18 and 19 summarize these data. Table 20 presents the income distribution of employed former Health graduates. This last table shows that the median income for the female group and the total was $900-999. Two of the three males reported earnings of $700-799, and the most frequently reported income bracket for females was $1,000-1,199. Graph 3 (page 27) displays the information presented in Table 20.

Table 18

PART- AND FULL-TIME EMPLOYMENT STATUS
OF FORMER HEALTH GRADUATES

	Females* (N=62)		Males (N=3)		Total (N=65)	
	N	%	N	%	N	%
Part-Time	12	19.4	0	0	12	14.5
Full-Time	50	80.6	3	100.0	53	81.5

*Four females did not respond to this item.

Table 19

RELATEDNESS OF PRESENT JOB TO
FORMER HEALTH STUDIES

	Related		Unrelated	
	N	%	N	%
Graduates (N=68)	64	94.5	4	5.5
Female (N=65)*	61	93.8	4	6.2
Male (N= 3)	3	100.0	0	0

*One female did not respond to this item.

Table 20

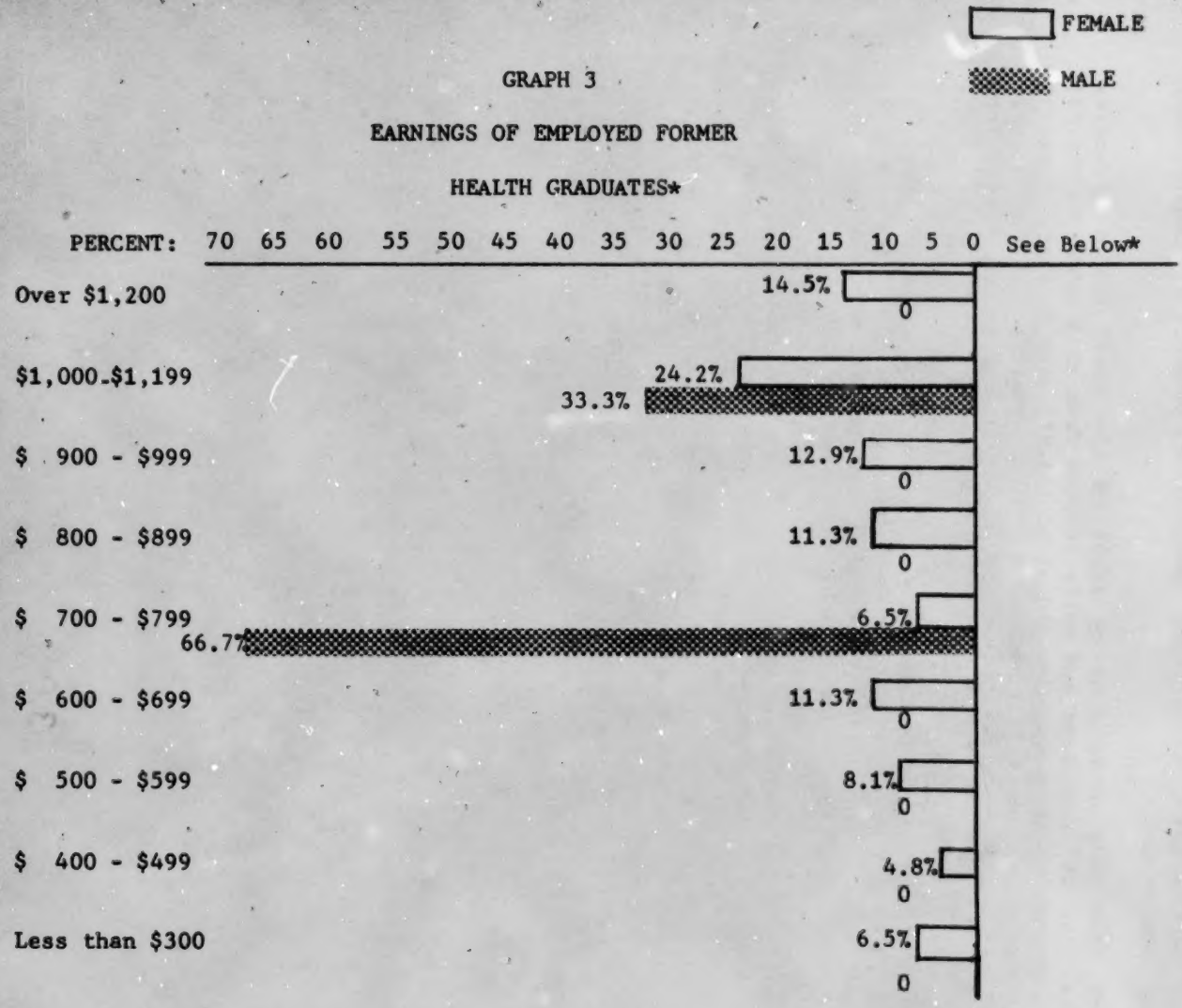
EARNINGS OF
FORMER HEALTH GRADUATES*

	Female** (N=62)		Male (N=3)		Total (N=65)	
	N	%	N	%	N	%
Over $1,200	9	14.5	0	0	9	13.8
$1,000 - 1,199	15	24.2	1	33.3	16	24.6
$ 900 - 999	8	12.9	0	0	8	12.3
$ 800 - 899	7	11.3	0	0	7	10.8
$ 700 - 799	4	6.5	2	66.7	6	9.2
$ 600 - 699	7	11.3	0	0	7	10.8
$ 500 - 599	5	8.1	0	0	5	7.7
$ 400 - 499	3	4.8	0	0	3	4.6
less than $300	4	6.5	0	0	4	6.2

*No early leavers from this area responded.
**Seven females did not indicate their earnings.

GRAPH 3

EARNINGS OF EMPLOYED FORMER HEALTH GRADUATES*



* No early leavers from this area responded.

Mechanics/Electronics Cluster

The vocational programs included in the Mechanics/Electronics cluster are varied. They include such fields as flight technology, drafting, automotive and diesel technologies, electronics technicians, electrical engineering, welding and construction.

Respondents from this group made up 24.9% of the total follow-up survey respondents. Of 207 graduates and early leavers from this area, 68 (32.8%) responded. Sixty (88.2%) were males and eight (11.8%) were females. Compared to all program areas (Table 10), this cluster accounted for the largest proportion of the early leaver responses (39.7% of all early leavers were from this area).

One-fourth of the total respondents from this area were attending school at the time they received the follow-up survey. Of those attending school, approximately half were full-time and half were part-time students. More early leavers (84.0%) than graduates (69.8%) were not in school.

Compared with the aggregate of graduates (Table 5), relatively more of Mechanics/Electronics graduates were attending school. In this group 30.3% were continuing their education, compared with 21.7% of the composite. On the other hand, a smaller proportion of early leavers (16.0%) were attending school, compared to the total group (27.0%). (Please note, however, the number of former early leavers in school was only four.) Table 21 provides information on the present educational status of these students.

Table 21

EDUCATIONAL STATUS OF FORMER
MECHANICS AND ELECTRONICS STUDENTS

		In School Full-Time		In School Part-Time		Not Attending School	
		N	%	N	%	N	%
Graduates	(N=43)	7	16.3	6	14.0	30	69.8
Female	(N= 5)	1	20.0	2	40.0	2	40.0
Male	(N=38)	6	15.8	4	10.5	28	73.7
Early Leavers	(N=25)	2	8.0	2	8.0	21	84.0
Female	(N= 3)	0	0	0	0	3	100.0
Male	(N=22)	2	9.1	2	9.1	18	81.8
All Students	(N=68)	9	13.2	8	11.8	51	75.0
Female	(N= 8)	1	12.5	2	25.0	5	62.5
Male	(N=60)	8	76.7	6	10.0	46	76.7

Three-quarters of respondents were employed. Somewhat more graduates (78.0%) than early leavers (72.0%) had jobs. The proportions of employed females and males were similar (i.e., 75.0% of females and 75.9% of males had jobs). It might be noted, however, that the number of females is decidedly smaller. On this item there were eight female and 58 male respondents.

Table 22

EMPLOYMENT STATUS OF
FORMER MECHANICS/ELECTRONICS STUDENTS

Graduates:

	Female (N=5)		Male* (N=36)		Total (N=41)	
	N	%	N	%	N	%
Employed	4	80.0	28	77.8	32	78.0
Unemployed but seeking work	0	0	4	11.1	4	9.8
Not in labor force; not seeking work	1	20.0	4	11.1	5	12.2
Military full-time	0	0	0	0	0	0

Early Leavers:

	Female (N=3)		Male (N=22)		Total (N=25)	
	N	%	N	%	N	%
Employed	2	66.7	16	72.7	18	72.0
Unemployed but seeking work	0	0	4	18.2	4	16.0
Not in labor force; not seeking work	1	33.3	2	9.1	3	12.0
Military full-time	0	0	0	0	0	0

All Students:

	Female (N=8)		Male (N=58)		Total (N=66)	
	N	%	N	%	N	%
Employed	6	75.0	44	75.9	50	75.8
Unemployed but seeking work	0	0	8	13.8	8	12.1
Not in labor force; not seeking work	2	25.0	6	10.3	8	12.1
Military full-time	0	0	0	0	0	0

*Two male graduates did not respond to this item.

All employed graduates of both sexes had full-time jobs. Both of the two employed female early leavers also worked full-time; 16 out of the 18 employed male early leavers worked full-time. Overall, only 4% of all employed respondents were working part-time.

These data are shown in Table 23.

Table 23

PART- AND FULL-TIME EMPLOYMENT STATUS OF FORMER MECHANICS/ELECTRONICS STUDENTS

		Employed Part-Time		Employed Full-Time	
		N	%	N	%
Graduates	(N=32)	0	0	32	100.0
Female	(N= 4)	0	0	4	100.0
Male	(N=28)	0	0	28	100.0
Early Leavers	(N=18)	2	12.5	16	88.9
Female	(N= 2)	0	0	2	100.0
Male	(N=16)	2	12.5	14	87.5
All Students	(N=50)	2	4.0	48	96.0
Female	(N= 6)	0	0	6	100.0
Male	(N=44)	2	4.6	42	95.4

In addition to the observation that 80% of the female graduates were employed (100.0% of them full-time), Table 24 shows that all of these students indicated that they are working in jobs related to their former studies. Of the male graduates, 26 (89.7%) said their jobs were related. Similar to the aggregate of respondents from all five clusters, the Mechanics/Electronics early leavers were more likely to have jobs unrelated to their studies. Out of the 19 early leavers, almost half (47.4%) indicated their jobs did not bear a relationship to their Mechanics/Electronics studies.

Table 24

RELATEDNESS OF THE PRESENT JOB TO
FORMER MECHANICS/ELECTRONICS STUDIES

		Related		Unrelated	
		N	%	N	%
Graduates	(N=33)	30	90.9	3	9.1
Female	(N= 4)	4	100.0	0	0
Male	(N=29)	26	89.7	3	10.3
Early Leavers	(N=19)	10	52.6	9	47.4
Female	(N= 2)	1	50.0	1	50.0
Male	(N=17)	9	52.9	8	47.1
All Students	(N=52)	40	76.9	15	28.8
Female	(N= 6)	5	83.3	1	16.7
Male	(N=46)	35	76.1	11	23.9

The median income of graduates from the Mechanics/Electronics technologies was $1,000-1,199 for both sexes. Fifty percent earned incomes within or above that bracket. For early leavers, the median was $800-899. For the two females alone (one of whom indicated no relationship between the job and former studies), the median would be lower, at the $500-599 bracket. Table 25 and Graph 4 (Page 34) display these data.

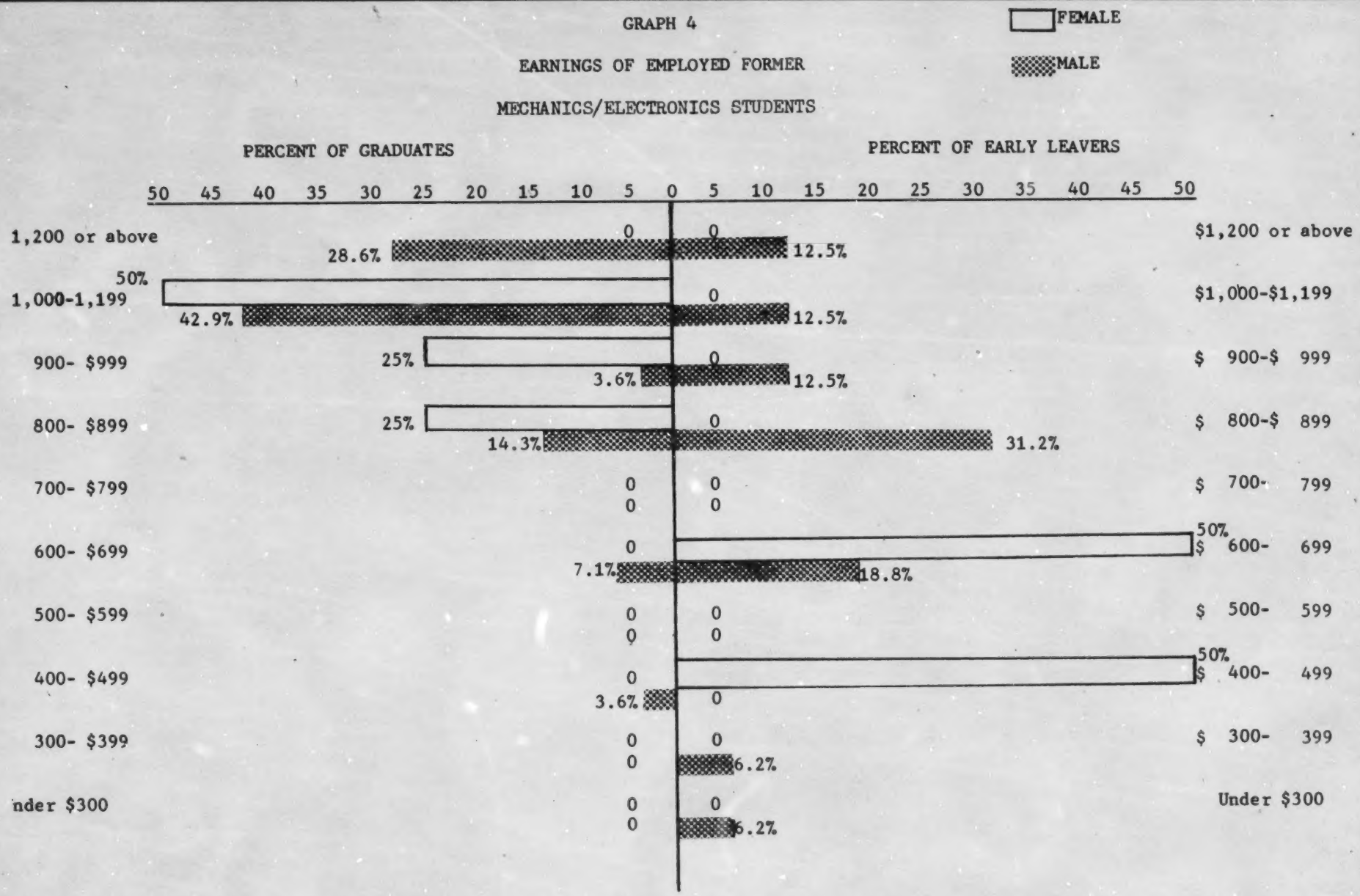
Table 25

EARNINGS OF EMPLOYED FORMER
MECHANICS/ELECTRONICS STUDENTS

	Graduates						Early Leavers						All Students					
	Female (N= 4)		Male (N=28)		Total (N=32)		Female (N= 2)		Male (N=16)		Total (N=18)		Female (N=6)		Male (N=44)		Total (N=50)	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Over $1,200	0	0	8	28.6	8	25.0	0	0	2	12.5	2	11.1	0	0	10	22.7	10	20.0
$1,000 - 1,199	2	50.0	12	42.9	14	43.8	0	0	2	12.5	2	11.1	2	33.3	14	31.8	16	32.0
$ 900 - 999	1	25.0	1	3.6	2	6.2	0	0	2	12.5	2	11.1	1	16.7	3	6.8	4	8.0
$ 800 - 899	1	25.0	4	14.3	5	15.6	0	0	5	31.2	5	27.8	1	16.7	9	20.4	10	20.0
$ 700 - 799	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
$ 600 - 699	0	0	2	7.1	2	6.2	1	50.0	3	18.8	4	22.2	1	16.7	5	11.4	6	12.0
$ 500 - 599	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
$ 400 - 499	0	0	1	3.6	1	3.1	1	50.0	0	0	1	5.6	1	16.7	1	2.3	2	4.0
$ 300 - 399	0	0	0	0	0	0	0	0	1	6.2	1	5.6	0	0	1	2.3	1	2.0
Under $300	0	0	0	0	0	0	0	0	1	6.2	1	5.6	0	0	1	2.3	1	2.0

GRAPH 4

EARNINGS OF EMPLOYED FORMER MECHANICS/ELECTRONICS STUDENTS



Natural Science Cluster

At Lane, the Natural Science cluster includes landscape development, forest technology and environmental technology.

Fifty-five former students from the Natural Science cluster were sent questionnaires. Thirty students reponded, resulting in a 54.6% response rate. Overall, the former Natural Science students comprised 11.0% of the total respondents.

The rate of response from graduates alone was higher than any other program [i.e., 26 out of 40 graduates (65.0%)]. Although the response rate was fairly high, the number of respondents is rather small. Thus, one must use caution in generalizing from the responses given here.

Similar to the total group, over three-quarters of Natural Science respondents (82.1%) were not in school. None of the females were attending school. Neither were any male early leavers continuing their education, although five (31.3%) of the male graduates were in school. Information on the present educational status of the former students is shown in Table 26.

Table 26

EDUCATIONAL STATUS OF
FORMER NATURAL SCIENCE STUDENTS

		In School Full-Time		In School Part-Time		Not Attending School	
		N	%	N	%	N	%
Graduates	(N=24)	2	8.3	3	12.5	19	79.2
Female	(N= 8)	0	0	0	0	8	100.0
Male	(N=16)*	2	12.5	3	18.8	11	68.8
Early Leavers	(N= 4)	0	0	0	0	4	100.0
Female	(N= 3)	0	0	0	0	3	100.0
Male	(N= 1)	0	0	0	0	1	100.0
All Students	(N=28)	2	7.1	3	10.7	23	82.1
Female	(N=11)	0	0	0	0	11	100.0
Male	(N=17)	2	11.8	3	17.6	12	70.6

*Two male graduates did not respond to this item.

Relatively fewer students from this area were employed. Approximately 80.0% of respondents from all clusters had jobs in contrast to approximately 66-70% former science students. (It is unclear if 19, 20, or 21 were employed. It is likely that the one male indicating full-time military status in Table 27 also responded to the work-related questions summarized in Tables 28 and following.)

The employment rate was higher for males than females. It was approximately 72-74% for males and 54.6% for females. These data are shown in Table 27.

Table 27

EMPLOYMENT STATUS OF
FORMER NATURAL SCIENCE STUDENTS

Graduates:

	Female (N=8)		Male* (N=17)		Total (N=25)	
	N	%	N	%	N	%
Employed	5	62.5	12	70.6	17	68.0
Unemployed but seeking work	1	12.5	3	17.6	4	16.0
Not in labor force; not seeking work	2	25.0	1	5.9	3	12.0
Military full-time	0	0	1	5.9	1	4.0

Early Leavers:

	Female (N=3)		Male (N=1)		Total (N=4)	
	N	%	N	%	N	%
Employed	1	33.3	1	100.0	2	50.0
Unemployed but seeking work	2	66.7	0	0	2	50.0
Not in labor force; not seeking work	0	0	0	0	0	0
Military full-time	0	0	0	0	0	0

All Students:

	Female (N=11)		Male (N=18)		Total (N=29)	
	N	%	N	%	N	%
Employed	6	54.6	13	72.2	19	65.5
Unemployed but seeking work	3	27.3	3	16.7	6	20.7
Not in labor force; not seeking work	2	18.2	1	5.6	3	10.3
Military full-time	0	0	1	5.6	1	3.4

*One male graduate did not respond to this item.

Like the total respondent group, in comparison to males, more females were employed part-time than full-time. Overall, five (83.3%) of the females worked full-time, compared with 14 (93.3%) of the males. The employment status of the former students is shown in Table 28.

Table 28

PART- AND FULL-TIME EMPLOYMENT STATUS
OF FORMER NATURAL SCIENCE STUDENTS

		Employed Part-Time		Employed Full-Time	
		N	%	N	%
Graduates	(N=19)	1	5.3	18	94.9
Female	(N= 5)	1	20.0	4	80.0
Male	(N=14)	0	0	14	100.0
Early Leavers	(N= 2)	1	50.0	1	50.0
Female	(N= 1)	0	0	1	100.0
Male	(N= 1)	1	100.0	0	0
All Students	(N=21)	2	9.5	19	90.5
Female	(N= 6)	1	16.7	5	83.3
Male	(N=15)	1	6.7	14	93.3

A little over half (52.4%) of these former science students said their work was related to previous studies. For graduates alone, 11 out of 19 said it was related. This ratio (57.9%) is notably lower than for all graduate respondents (Table 8), 85.6% of whom indicated their work was related. Both of the two employed early leavers find their work is not related. Table 29 displays this information.

Table 29

RELATEDNESS OF PRESENT JOB TO
FORMER NATURAL SCIENCE STUDIES

		Related		Unrelated	
		N	%	N	%
Graduates	(N=19)	11	57.9	8	42.1
Female	(N= 5)	4	80.0	1	20.0
Male	(N=14)	7	50.0	7	50.0
Early Leavers	(N= 2)	0	0	2	100.0
Female	(N= 1)	0	0	1	50.0
Male	(N= 1)	0	0	1	50.0
All Students	(N=21)	11	52.4	10	47.6
Female	(N= 6)	4	66.7	2	33.3
Male	(N=15)	7	46.7	8	53.3

The greatest number of employed male graduates were earning $1,000-1,199. Five (35.7%) of the males had earnings in this bracket. Incomes of the five female graduates were scattered, ranging from $300 to over $1,200. The female graduate median was $600-699, but among male graduates, 50% earned $1,000 or over and 50% earned $899 or under. The two early leavers were earning considerably less than the majority of Natural Science graduates whose median income bracket is $800-899.

Table 30 and Graph 5 (page 41) contain information on the salaries of the former students.

Table 30

EARNINGS OF FORMER NATURAL SCIENCE GRADUATES*

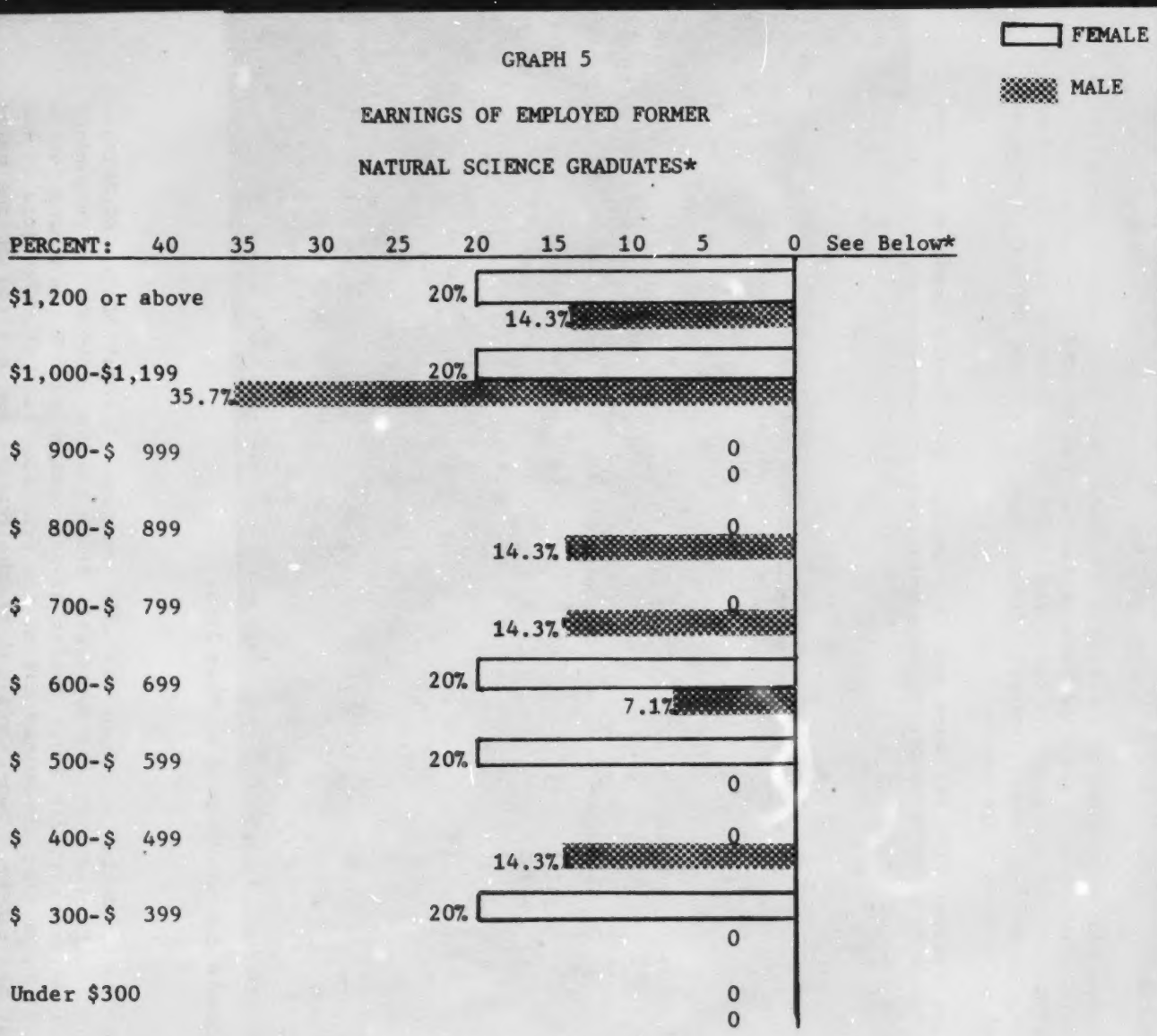
	Female (N= 5)		Male (N=14)		Total (N=19)	
	N	%	N	%	N	%
Over $1,200	1	20.0	2	14.3	3	15.8
$1,000 - 1,199	1	20.0	5	35.7	6	31.6
$ 900 - 999	0	0	0	0	0	0
$ 800 - 899	0	0	2	14.3	2	10.5
$ 700 - 799	0	0	2	14.3	2	10.5
$ 600 - 699	1	20.0	1	7.1	2	10.5
$ 500 - 599	1	20.0	0	0	1	5.3
$ 400 - 499	0	0	2	14.3	2	10.5
$ 300 - 399	1	20.0	0	0	1	5.3

*Of the two early leavers who were employed, the one female earned $500-599, and the one male earned $300-399.

GRAPH 5

EARNINGS OF EMPLOYED FORMER

NATURAL SCIENCE GRADUATES*



*Of the two early leavers who were employed, the one female earned $500-$599, and the one male earned $300-$399.

Public Service Cluster

The programs offered in the Public Service cluster at Lane include early childhood education, law enforcement, community service and fire prevention technology.

Questionnaires were sent to 68 former students from this area. Twenty responded, resulting in a response rate of 29.4%. Due to both the small size of the group and the low response rate, one would be in error to generalize from the data presented here. Overall, former Public Service students comprise 7.3% of all survey respondents.

Fourteen students (73.7%) were not in school. One female graduate and one early leaver were in school full-time; one male graduate was in school full-time and two part-time. Table 31 contains this information.

Table 31

EDUCATIONAL STATUS OF FORMER PUBLIC SERVICE STUDENTS

		In School Full-Time		In School Part-Time		Not Attending School	
		N	%	N	%	N	%
Graduates	(N=18)	2	11.1	2	11.1	14	77.8
Female	(N=14)*	1	7.1	0	0	13	92.9
Male	(N= 4)	1	25.0	2	50.0	1	25.0
Early Leavers	(N= 1)	1	100.0	0	0	0	0
Female	(N= 1)	1	100.0	0	0	0	0
Male	(N= 0)	0	0	0	0	0	0
All Students	(N=19)	3	15.8	2	10.5	14	73.7
Female	(N=15)	2	13.3	0	0	13	86.7
Male	(N= 4)	1	25.0	2	50.0	1	25.0

*One female did not respond to this item.

Two of the students in school are also working. A total of 16 (84.2%) respondents indicated they are employed. Since the one early leaver respondent was not employed (Table 32). Tables 33-35 contain data for graduates only. Table 33 shows that three-quarters of the graduates had full-time jobs at the time of the survey. Two-thirds (8) of the females and all (4) of the males were working full-time.

Table 32

EMPLOYMENT STATUS OF FORMER PUBLIC SERVICE STUDENTS

	Graduates				Early Leavers				Total	
	Female (N=14)		Male (N= 4)		Female (N= 1)		Male (N= 0)		(N=19)	
	N	%	N	%	N	%	N	%	N	%
Employed	12	85.7	4	100.0	0	0	0	0	16	84.2
Unemployed but seeking work	1	7.1	0	0	0	0	0	0	1	5.3
Unemployed and not seeking work	1	7.1	0	0	1	100.0	0	0	2	10.5

Table 33

FULL- AND PART-TIME EMPLOYMENT STATUS OF FORMER PUBLIC SERVICE GRADUATES

	Part-Time		Full-Time	
	N	%	N	%
Graduates (N=16)	4	25.0	12	75.0
Female (N=12)	4	33.3	8	66.7
Male (N= 4)	0	0	4	100.0

Only one female (8.3%) and one male (25.0%) had jobs not related to their former studies. Fourteen (87.5%) of all employed respondents expressed that their jobs were related. This proportion is similar to that of the aggregate of graduates responding to the follow-up survey (Table 8). Information pertaining to the relatedness of employment to studies within the Public Service cluster is provided in Table 34.

Table 34

RELATEDNESS OF PRESENT JOB TO FORMER
PUBLIC SERVICE STUDIES

	Related		Unrelated	
	N	%	N	%
Graduates (N=16)	14	87.5	2	12.5
Female (N=12)	11	91.7	1	8.3
Male (N= 4)	3	75.0	1	25.0

Table 35 and Graph 6 (page 45) show the income of these students. No males earned under $900, but 91.7% of the females did. Only one female had an income between $900-999. For the total group (and for females alone), the median income bracket was $500-599.

Table 35

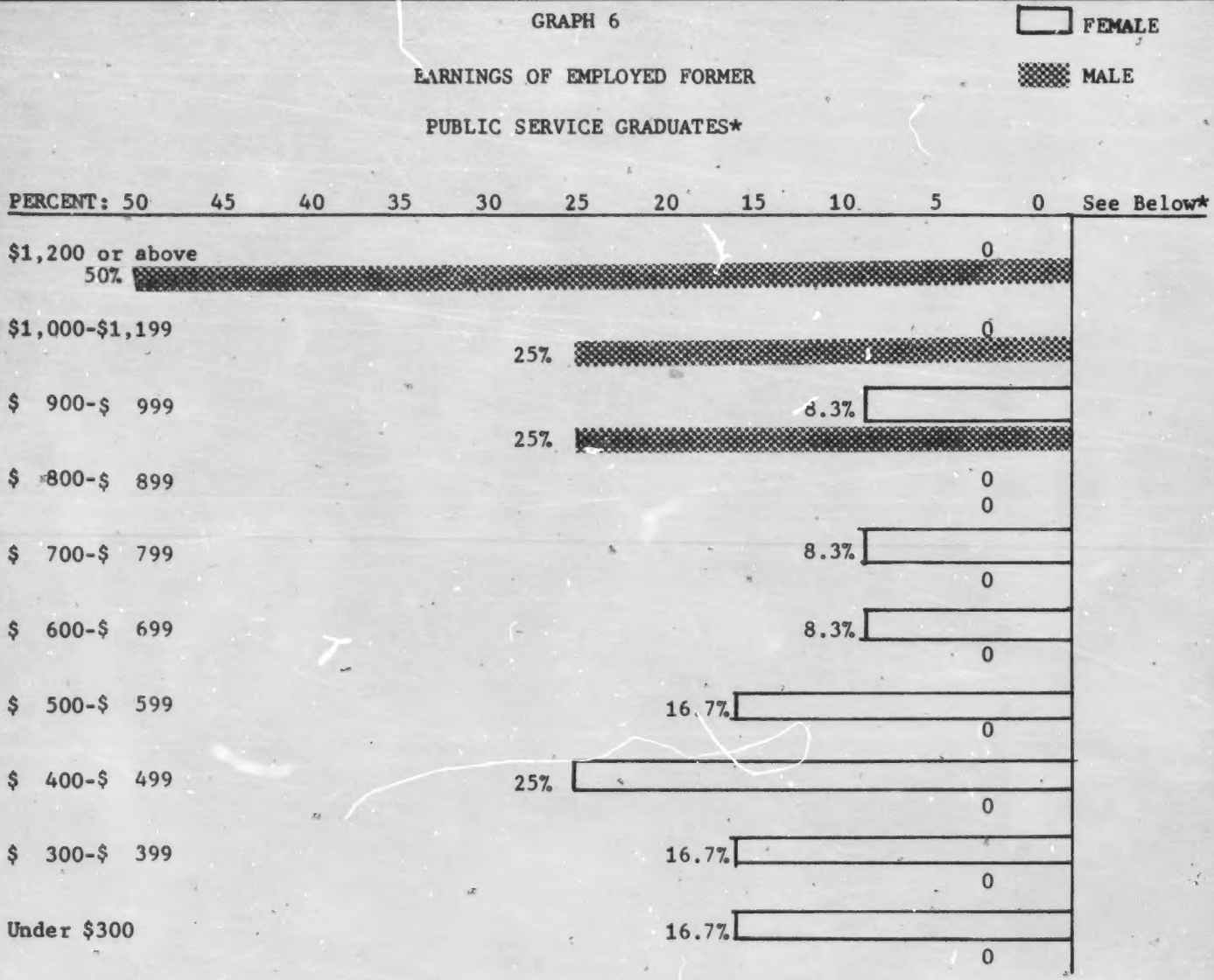
EARNINGS OF FORMER
PUBLIC SERVICE GRADUATES

	Females (N=12)		Males (N= 4)		Total (N=16)	
	N	%	N	%	N	%
Over $1,200	0	0	2	50.0	2	12.5
$1,000 - 1,199	0	0	1	25.0	1	6.2
$ 900 - 999	1	8.3	1	25.0	2	12.5
$ 800 - 899	0	0	0	0	0	0
$ 700 - 799	1	8.3	0	0	1	6.2
$ 600 - 699	1	8.3	0	0	1	6.2
$ 500 - 599	2	16.7	0	0	2	12.5
$ 400 - 499	3	25.0	0	0	3	18.8
$ 300 - 399	2	16.7	0	0	2	12.5
Under $300	2	16.7	0	0	2	12.5

Note: No students reported earnings of $800-899.

GRAPH 6

EARNINGS OF EMPLOYED FORMER PUBLIC SERVICE GRADUATES*



*The one early leaver who responded was not employed.

CONCLUSIONS

The annual student follow-up survey provides Lane Community College with a broad review of the status of its former students. While the results of the survey are not sufficiently detailed for specific program planning, they do provide a "pulse-taking" capability to the institution. The follow-up results may be used to identify areas of the college which are engaging in promising instructional techniques. They may also serve to identify areas in which modifications or further studies may be desirable.

In order for the survey to continue to serve in this manner, it is recommended that:

1. Innovative techniques be initiated to increase the response rate of former students.

2. An additional category of "program completers" be added to the existing categories of graduates and early leavers. A program completer would be a student who had successfully completed the courses or activities needed to gain entry level job skills but who did not receive a degree or certificate.

3. Efforts be made to provide the results in a more timely fashion.

It is hoped that these recommendations may be implemented with the 1978-1979 annual student follow-up study.

APPENDIX A

GRADUATE AND EARLY LEAVER

FOLLOW-UP SURVEY

1977-1978

STUDENT FOLLOW-UP SURVEY

INSTRUCTIONS:

A. Please answer the following questions by placing on "x" in the box next to the answer that is correct for you.
B. Fill in all the blanks which apply to you.
C. Fold the questionnaire so that the return address is showing and mail. No stamp is needed.

Education Questions

1.1 What is your current education status? (Check one)
- ☐ Currently attending school full-time
- ☐ Currently attending school part-time
- ☐ Not currently attending school

1.2 If you are currently in school, are your present studies related to your field of training at LCC? (Check one)
- ☐ Yes, it is directly or closely related
- ☐ No, it is only somewhat related or is not related at all

Employment Questions

2.1 What is your current employment status? (Check one)
- ☐ Employed full-time (30 hours per week or more)
- ☐ Employed part-time (less than 30 hours per week)
- ☐ Full-time military service
- ☐ Unemployed (not employed, but actively seeking employment)
- ☐ Not in the labor force (not employed and not seeking employment because of choice, illness, full-time student status, retirement, pregnancy, or other such reason)

(If you are "unemployed" or "not in the labor force," please skip to question 2.5. If "employed," please continue to question 2.2.)

2.2 Please provide the following information on your present job:

Job Title _____

Job Duties _____

_____

Name and address of company or firm (if self-employed, please write self)

_____

City State Zip Code

2.3 Is this job related to your field of training at LCC?
- ☐ Yes, it is directly or closely related
- ☐ No, it is only remotely related or is not related at all

(OVER)

2.4 What is your current monthly income before taxes?

- ☐ under $300
- ☐ $300-399
- ☐ $400-499
- ☐ $500-599
- ☐ $600-699
- ☐ $700-799
- ☐ $800-899
- ☐ $900-1,199
- ☐ $1200-1,399
- ☐ over $1,400

2.5 If you are <u>not available</u> for employment in the area of your training, which of the following best describes the reason? (Check one)

- ☐ I became disabled and cannot do this type of work.
- ☐ I was unwilling to move to a new locality to take an available job.
- ☐ I am continuing my schooling.
- ☐ My marital status changed causing me to forego a career.
- ☐ I took the course for personal enrichment, avocational, or recreational purposes.
- ☐ The salaries and benefits in the field are too low.
- ☐ I don't have enough experience in the field.
- ☐ I lost interest in the work.

General Questions

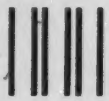
3.1 Were you on active duty in the armed forces of the United States when you completed your program at Lane? (Check one)

- ☐ Yes
- ☐ No

3.2 We would like your help in making our programs even better. If you have any comments or suggestions you would like to share with us, please use the space below.

THANKS FOR YOUR TIME AND HELP!

February 1980



BUSINESS REPLY MAIL

FIRST CLASS PERMIT NO. 799 EUGENE, OREGON

Lane Community College
Office of Instruction
4000 E. 30th Avenue
Eugene, Oregon 97405

47-B

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APPENDIX B

COMMENTS AND SUGGESTIONS FROM

FORMER LCC STUDENTS

GRADUATES

*I have a few criticisms and suggestions concerning the vocational program I was enrolled in. However, I found while I was a student at Lane that no one--not instructors, department heads, or deans--was interested in hearing constructive input from students. Things seemed set up to maintain a status quo. I was eager to receive meaningful, practical training. What I got was run through another academic treadmill. Competent instructors, yes--but too often uncaring.

*More detail and on-the-job training should be stressed.

*I feel my education from LCC will be of real value in my career because of the varied classes (exposure) I received. My husband and I also own investment property, and I take care of the books which utilizes my education and major.

*Re-evaluate your Business Management Program. I feel that courses like College Algebra do not apply nearly as much as some other courses you offer in this field.

*The Dental Hygiene Program at LCC is a good program. I'm glad I chose LCC as the school to get my education.

*I think you could make more night classes available. Lots of times I have to wait to get a requirement class because it is not offered.

*I discussed at length my comments and suggestions with Larry last year regarding needed changes in the Landscaping Program.

*Offer courses in Small Appliances Repair (daytime courses). More courses in home repair (daytime courses).

*I majored in Accounting/Clerical and found that classes such as Small Business Management and Tax Accounting are only offered spring and summer terms. This presented scheduling problems for myself and numerous others. I feel that courses such as these should be offered at least one other term because hardly anyone goes summer term, leaving only spring term for taking these courses which are required for the Accounting/Clerical major. I also feel that P.E. should be made voluntary for majors such as Accounting/Clerical where it doesn't have anything to do with the major. Give an option of either taking P.E. or a regular course.

*I appreciate the education I received at Lane. It was directly related to the job market.

*Dental Hygiene needs to take some of the stress off the students by helping them to find patients (i.e., Portland Community College).

*I would like to see a better organized program for Fire Science. There is no reason it should take 11 years to attain a two-year degree.

*More practical training in the field.

*I feel the training I received from Lane's Flight Technology was A-1. They more than prepared me for my flying employment.

*I think students need to know more about continuing their education in my field. They need to know what it takes in credits. When I finished, I didn't have enough credits to transfer because I didn't know what class I had to have to go back for 13 more credits. In Child Development, they need more English, preferably Math, Science, and General Psychology. They should take more than what is needed to graduate.

*The Business Management Program was excellent. The only area that was lacking is the accounting theory - none offered.

*Involve the Forestry Program more closely with community industry.

*I was enrolled in and completed the Medical Office Assistant Program. When I sought employment, I was willing to work in any field. However, the training I received played a large part in my being hired where I am now working. The job I have means a great deal to me and I consider my LCC training invaluable.

*I had no help through LCC in job locating. I feel a school should help place students that finish programs in their school. Also, in my opinion, Larry Davis, instructor in the Aviation Maintenance Program is the best instructor I have ever had.

*Your transcribing tapes at Florence are old and worn out. You also need a better course in English for students that do not have a good foundation in grammar and sentence structure. The teacher in accounting is very poor. You need to set a better example in your business office; this is the first time you have got my correct address in two years. However, I must say I never had a better teacher than Jean Spriggs.

*I feel your Law Enforcement Program needs a lot of improvement. There seems to be one problem and that is the college gets rid of the best teachers and leaves us with a certain man who has never been out on the streets to know what it is really like. I found a few teachers teaching it not so bad out on the street, and they would get out there and find out what it's like before getting up there and saying it. Work on your Law Enforcement and you would have more students.

*More process control teaching. More plant field trips. Field experience.

*The ADN Program is a good idea in this country. Write to the ANA and tell them that the 1985 Bill is not a good idea. ADNs do not need BSN degrees to function in the capacity of RNs in our hospitals and care centers as they are now. That is an obnoxious request.

*Check out discrimination in classrooms and for summer jobs (Forestry) which are necessary to obtain a degree.

*I fully believe that the Diesel Technology Department instructors are teaching far below their means. They appear to be very lazy and unwilling to do any

research on new equipment, products, etc. The majority of the equipment that I presently work on is at least five years old and they both have never heard of it. I think that they don't want to have to teach about anything that might be threatening to their knowledge.

*I felt very prepared for my job thanks to Lane and its Keypunch Program. As a suggestion, maybe a little more knowledge on up-to-date tape and disc keypunch machines. Otherwise, all my training was helpful and accurate.

*I was employed by LCC in my field but was released due to sex discrimination, so I feel women should be advised or counseled that discrimination does occur, especially in nontraditional jobs, and be prepared somehow to deal with those types of obstructions to progress.

*Get rid of the Head of Flight Technology.

*I took your Keypunch Program and I feel as though more emphasis should be put on informing people that this program is not enough to guarantee them a job when they receive their certificate. I found the machines to be obsolete and should be replaced.

*The last year of Electronics should have one class on system analysis. Actually get some hands-on experience with an oscilloscope or TV. Go through the schematic, then immediately go to the instrument.

*The Electronics Programs and curriculum at LCC should be updated to meet the current state-of-the-art applications.

*I have been very pleased with the programs and classes. Instructors are excellent and always willing to help. Continue the good work!

*Please, better screening of applicants to the Nursing Program so that people who truly want to care for ill and dying patients in a hospital setting are the people that are finally chosen to be students. I applied to the LCC Nursing Program four years in a row before I was chosen and I know other women in this country also have pleaded, as I did, with the Nursing Program instructors and even Dr. Schafer, the President, to let them have a chance at being the best nurses in the world! There are women who want to be a nurse and women who just want a job!

*Typing courses need to be more realistic.

*As to the Diesel course, I do not feel it is so necessary to rebuild machines that a person should miss out on what is being covered in class. Lab should correspond with the test a bit more. I regret that there was so little time to spend in most areas.

*The Environmental Technology Program should be thoroughly investigated. Name of the program should be changed to wastewater technology. The director of the program is not qualified to head the program. The Electrical Science and Hydraulic classes are a joke. The students in the class should know that the majority of the graduates working are only qualified to be sewage treatment plant operators--not lab technicians or sanitarians.

*Tell prospective students exactly what the job pays in their area. And what the chances for advancement are.

*The Legal Assistant Program needs improvement. It needs a full-time coordinator, better communications between those who teach the classes and those who prepare the State exams.

*LCC needs a more active and efficient Job Placement Service for the graduates or at least the heads of the particular departments should have more of an interest in helping graduate students find employment.

*Substitute chemistry for physics in the ADN Program. Make pharmacology mandatory instead of optional. Include a course in pathophysiology, either mandatory or optional.

*I was enrolled in the Aviation Maintenance Program and the biggest help you could provide future and present students is provide aircraft that are currently flying for their study and practical experience. Many other schools do this, why not LCC?

*The community does not recognize the program when applying for a job. A person with a Food Management associate degree has very little advantage over a person off the street without one.

*What is needed is more personal help meaning in the Machine Tech. Dept. To many things could have been explained in a short time. That was expected of me. That I had know ideas of when expected of me in there. In their words you need to get some lead out of your pants. (sic)

*For the Nursing ADN Program, spend more time with team leading.

*Keep those instructors whose main goals are to help a student in what he or she is most interested in.

*Enjoyed Nursing training although it was extremely stressful.

*I am very grateful for the kind of education I received at LCC. Keep up the good work!

*I believe the instructors in the Dental Hygiene Program should be more supportive and encouraging to the students, and take personal differences and speed to learning and improvement into account, when dealing with the students.

*More help in helping the handicapped to seek jobs when they are close to graduating. I have been out a year from Auto Diesel, I've got a ADS degree and no jobs as yet. I am a blind student.

*The supervised field experience was extremely valuable and should be . . . Also vocational students should have more opportunities to . . . areas or specific vocational goals. Many programs simply do not prepare students to engage in chosen vocational skills. (The elipses represent comments which were torn from the survey.)

*The Medical Office Assistant Program was sufficient for touching on all aspects. Certain classes were invaluable (i.e., terminology) but all subjects are used daily. I have continued specialized education in my field. Keep up the high quality program.

*Many thanks to Jim Dunne, Mike Hopkinson, and the entire Mass Communications TV Broadcasting Department for excellent training and assistance in job placement.

*The Forest Technician Program needs more equipment that works.

*I definitely achieved employment through your Landscape Development Program which is what I set out to do. I do feel your instructors could be more qualified and more organized. I know one instructor has been replaced, so hopefully, this problem will end. I enjoyed the program and have a better job than I expected.

*I feel very good about my nursing education at LCC. I had no trouble as far as knowing technical skills.

*A more honest evaluation of local jobs available. (Medical Office Assistant student)

*I think the Flight Program needs to better prepare its graduates for employment in the real world. There is too much difference in the sterility of such a controlled atmosphere and working within aviation on the outside.

*One thing that always bothered me was how poor communications was. Also, that it was always difficult to find out from the school where I stood with requirements. Then when I did find out, they were always (yes, every time) outdated.

*Lane has good teachers who have had practical experience and not just gone to school and then taught. The classes are small and you get lots of personal attention.

*Expand program open-entry/open-exit at the Downtown Business Center. It is an extremely worthwhile program.

*Allow more laxity in class waivers in nonessential classes. Make available more easily credit-for-experience in nonessential classes.

*Closer coordination between students and counselors regarding what and when a certain subject should be taken. Less of the higher technical subjects for the less technical fields (e.g., Welding major should not be made to take metallurgy and higher math than Math II). These subjects should only be for those in engineering majors.

*Less of the general education courses (i.e., Communication Skills I and II, Electrical Science, etc.). More lab time in the shop.

*I was in pre-nursing at Lane and would have like to attend there in the Nursing Program but you will not accept students who are out of district, so I am in the Nursing Program at Chemeketa. Lane is closer to me and I feel, a much better program.

*I liked all of the vocational programs but you needed more social activities--dances.

*I enjoyed my classes at LCC. Would like to attend classes again if I could work them in with my current job.

*If a student applies himself, your Mechanics program is very good. Now, if you could just change the way America pays their mechanics . . .

*You should have a larger variety of night courses so a student could start and finish a major.

*Better instructor for insurance.

*Can the Department Head of Data Processing. His incompetence causes the department to drag and lose touch with the trends in the field. Those students with talent do most of their learning outside of the school environment since it is geared mostly toward the slower students.

*I enjoyed attending LCC. My schooling did prepare me for employment, but I wanted higher wages than were offered with the AS degree in Accounting/Clerical. I am currently enrolled in the Business School at the U of O. Thank you.

*Good Nursing Program but too much pressure.

*Publicize the Dental Hygiene Clinic so more patients are available. A tremendous amount of time and energy was spent by the students in my class trying to find patients. I feel this detracts from the main intent and objectives of the Dental Hygiene Program. In the real world, you don't have to solicit patients.

*Need more night classes.

*More practical application of concepts and classroom theory in the field (in Landscaping).

*Up-to-date experiments needed, up-to-date lab equipment needed.

*More and more I am seeing that the Nursing Program at LCC is one of the best around, perhaps in the country. I really urge that all efforts be made to allow it to continue training qualified nurses and when the opportunities arise, to even further up-grade the program. Thanks, LCC!

*Improve the drafting program. Offer a surveying course to drafting students.

*More in-depth study of the Auto Policy (Mitchell Collision Manual). Introduce a more complete class on the evaluation of bodily injury claims. Insurance adjusting involves property damage and bodily injuries! This program is weighed too heavily on the auto damage aspect.

*The training I received at LCC enabled me to obtain this employment position within six months of my completion of the Insurance Adjusting Program.

*Broaden the training programs available in the Mass Communications Department. It does not combine the multiple elements involved in today's media field. Graduates of M.C. are basically trained as technicians and are not well informed of the areas concerning producing, management of accounts, print advertising, creative thinking, etc.

*The hours of working and schooling are so many, it leaves very little time for sleep. Was trying to get a Diesel Mechanics degree. It calls for a lot of classroom and shop hours and takes one hour to go back and forth to school plus regular work hours.

*I do not feel any training in my vocational field was realistic to the Eugene area's need in the business opportunity.

*Find the students more jobs in their related fields.

*I thought that Study Skills was great and have recommended it to all. It has helped me to further my education at the U of O.

*Work on finding jobs for second-year students. On-the-job-training would help.

*Clean up the rampid sexism in the Mass Communications Department, English and Electronic classes. Offer a mutual support system for women in these nontraditional fields. Raise teacher conscienceness! (Title IX workshops, etc.)

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